RESEARCH ARTICLE

KNOWLEDGE, COMPREHENSION AND BEHAVIOR OF THE ACADEMIC COMMUNITY ON THE VISION AND MISSION IN THE FACULTY OF PHARMACY, UNIVERSITY OF AHMAD DAHLAN, YOGYAKARTA, INDONESIA

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ARTICLE INFO	ABSTRACT
	Background: All institution must have both vision and mission, the two aspects that constitutes their educational goals. Therefore, to achieve this objectives, the key stakeholders must be well acquainted with the two aspects. **Purposed**: This study was intended to determine the level of knowledge, understanding, and behavior, as well as the influence of characteristics such as age, gender, organization, years of service, and the level of education of the community towards the vision and mission of the Faculty of Pharmacy Ahmad Dahlan University of Yogyakarta. **Methods:** The study used a *cross-sectional* design Data was presented in tables and images to describe data, and *chi square* test for analysis. **Results:** Out of the 316 respondents in the research, 195 (61.70%) had a high knowledge, 145 (47.15%) with understanding, and 162 (51.26%) with high behavior agreement. There is a significant relationship between the characteristics of the level of knowledge of employees on the basis of age ($p = 0.008$), work period ($p = 0.008$) and education level ($p = 0.048$). Contrastingly, there is no significant relationship between the characteristics of the level of understanding and behavior towards the faculty's vision and mission ($p > 0.05$). **Conclusion**: The majority of academics have a high level of knowledge and suitability for behavior. There are relationship between age, years of service and education and the level of knowledge of employees, on the contrary, there are no relationship between the level of knowledge, understanding and behavior of lecturers, employees, students and the pharmacist profession on the vision and mission

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INTRODUCTION

Knowledge, comprehension and behavior of the academic community are a reflection of the vision and mission to be achieved by the institution. The characteristics of the academic community as a target for achieving the faculty's vision are the main aspects of its future sustainability. The coordination of the entire academic community consisting of lecturers, employees and students playing an active role in the lecture system is necessary in achieving the vision and mission. Every organization has an ideal goal contained in the vision, the ultimate objective that needs to be achieved (Sallis, 2012). In realizing the vision, a mission is a pre-requisites (Zahroh, 2014). Vision and mission have impacts not only on the strategy of an institution, but also in its overall performance (Darbi, 2012). With this goal, everything that is done becomes more directed (Taiwo, 2016). The socialization of the vision and mission was carried out by, though no measurement was made on the level of knowledge, understanding and behaviour.

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This was also the case with the relationship between the characteristics of the academic community towards the faculty's vision and mission. Therefore, the effectiveness of the exercise and the percentage of the level of understanding, and behavior of the academics are unknown. This research intended to determine the level of knowledge, comprehension and behavior as well as the characteristics such as age, gender, organization, years of work and education towards the vision and mission of the Faculty of Pharmacy, University of Ahmad Dahlan, Yogyakarta.

Contents of Vision and Mission of the Faculty of Pharmacy of UAD:

Vision: To be an excellent education, internationally recognized, and integrated with Islamic values.

Mission: (1) Organizing the excellent and, internationally recognized pharmacy education, integrated with Islamic values. (2) Organizing the quality education, research and community activities with the concept of Islamic da'wah. (3) Establishing the

Table 1. Test of Validity of the Guttman Scale Questionnaire

Respondents	Knowledge		Behavior		Information
	Reproducibility (Kr) terms0,90	Scalability (Ks) terms0,60	Reproducibility (Kr) terms0,90	Scalability (Ks) terms0,60	
2014	0,920	0,84	0,913	0,825	VALID
2015	0,913	0,827	0,818	0,637	VALID
2016	0,913	0,827	0,841	0,683	VALID
PSPA	0,909	0,819	0,844	0,687	VALID
Lecturer	0,904	0,808	0,915	0,830	VALID
Laboratory	0,935	0,870	0,893	0,786	VALID
Administration	0,938	0,876	0,913	0,862	VALID

PSPA: Pharmacy program students; 2014, 2015,2016: students' year

Table 2. Validity Test Results of Student Likert Scale Questionnaire

No	r Comprehension				r table	Information
	2014	2015	2016	PSPA		
1	0,652	0,504	0,48	0,675	0,361	VALID
2	0,704	0,733	0,426	0,692	0,361	VALID
3	0,729	0,393	0,567	0,606	0,361	VALID
4	0,726	0,622	0,546	0,458	0,361	VALID
5	0,591	0,846	0,727	0,566	0,361	VALID
6	0,849	0,66	0,773	0,756	0,361	VALID
7	0,51	0,698	0,614	0,766	0,361	VALID
8	0,587	0,646	0,536	0,765	0,361	VALID
9	0,669	0,8	0,668	0,68	0,361	VALID
10	0,755	0,569	0,655	0,479	0,361	VALID
11	0,457	0,502	0,712	0,703	0,361	VALID
12	0,787	0,669	0,919	0,827	0,361	VALID
13	0,743	0,645	0,607	0,632	0,361	VALID
14	0,621	0,467	0,497	0,817	0,361	VALID
15	0,421	0,738	0,699	0,818	0,361	VALID
16	0,56	0,729	0,666	0,68	0,361	VALID
17	0,505	0,752	0,648	0,665	0,361	VALID
18	0,461	0,589	0,48	0,456	0,361	VALID
19	0,68	0,596	0,462	0,63	0,361	VALID
20	0,46	0,583	0,745	-	0,361	VALID

Table 3. Validity Test Results of Lecturer and Employee Likert Scale Questionnaires
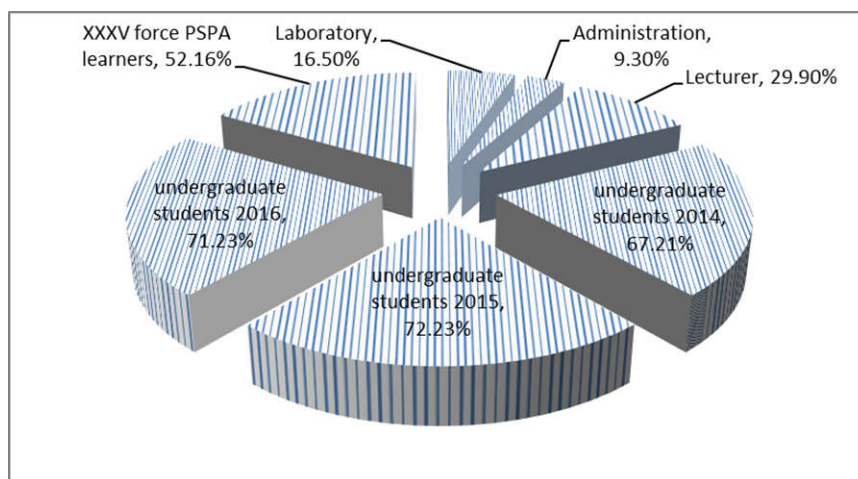
No	r Comprehension aspect Questionnaire						Information
	Lecturer	r table	Laboratory	r table	Administrative	r table	
1	0,772	0,444	0,791	0,497	0,719	0,6664	VALID
2	0,772	0,444	0,886	0,497	0,775	0,6664	VALID
3	0,576	0,444	0,647	0,497	0,69	0,6664	VALID
4	0,619	0,444	0,899	0,497	0,783	0,6664	VALID
5	0,51	0,444	0,84	0,497	0,783	0,6664	VALID
6	0,723	0,444	0,84	0,497	0,675	0,6664	VALID
7	0,664	0,444	0,872	0,497	-	-	VALID
8	0,801	0,444	0,872	0,497	-	-	VALID
9	0,7	0,444	0,899	0,497	-	-	VALID
10	0,818	0,444	0,776	0,497	-	-	VALID
11	0,683	0,444	0,748	0,497	-	-	VALID
12	0,62	0,444	0,872	0,497	-	-	VALID
13	0,579	0,444	0,822	0,497	-	-	VALID
14	0,814	0,444	-	-	-	-	VALID
15	0,795	0,444	-	-	-	-	VALID
16	0,834	0,444	-	-	-	-	VALID

national and international partnerships in the effort to implement Three Mandatory Work.

MATERIALS AND METHODS

This study used a cross-sectional survey design. Data was taken at one time by distributing questionnaires to respondents. The population in this study was made up of all three level of undergraduate students. The sample also included the Pharmacy Program learners, all lecturers, and active employees of the Faculty of Pharmacy, UAD. The samples taken between 2014 and 2017 are depicted in the Figure 1. Test research instruments were verified by testing validity and reliability of the questionnaire.

The study used the Guttmann and the Likert scale questionnaires. The validity of the questionnaire was tested using the SKALO software program (Widhiarso, 2011). The results showed all items in the questionnaire were valid with a value of Kr> 0.90 and Ks> 0.60 (Table 1). Similarly, the validity of the Likert scale questionnaire was tested using the value of person product moment and comparing the results of r count and r table. The results of the validity test showed that the questionnaire items were valid with the value of r count> r table. The results of the validity of the student questionnaire were as presented in the table II while that of the lecturers and employees questionnaire was as represented in Table III. After the validity test, the questionnaire reliability assessment was carried out.

PSPA: Pharmacy Program (Program Studi Profesi Apoteker); undergraduate students on three level: 2014. 2015 and 2016

Fig. 1. Proportion of Academic Community

Table 4. Guttmann Scale Questionnaire Reliability Test Results

Respondent	Knowledge			Behavior		
	Kr 20	Kr 21	Level of reliability	Kr 20	Kr 21	Level of reliability
2014	0,7	0,6	High	1	1	High
2015	0,5	0,5	Moderate	0,8	1	High
2016	0,5	0,4	Moderate	0,8	0,7	High
PSPA	0,8	0,7	High	0,7	0,5	Moderate
Lecturer	0,7		High	0,7		High
Laboratory	0,82		High	0,6		High
Administration	0,5		Moderate	0,4		Moderate

PSPA: Pharmacy Program Students; 2015,2016: students' year

Table 5. Reliability Test Results of the Likert Scale Questionnaire

Respondent	Cronbach's Alpha	Information
2014	0,911	RELIABLE
2015	0,919	RELIABLE
2016	0,910	RELIABLE
PSPA	0,928	RELIABLE
Lecturer	0,927	RELIABLE
Laboratory	0,771	RELIABLE
Administration	0,795	RELIABLE

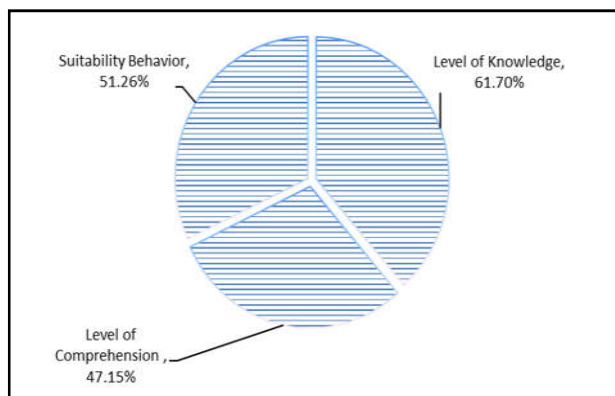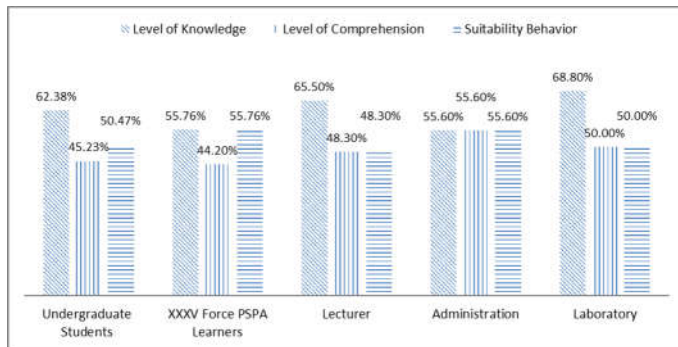*PSPA: Pharmacy Program Students; 2015,2016: students' year*

Fig. 2. Level of Knowledge, Comprehension and Suitability of Academic Community Behavior towards the Vision and Mission the Faculty of Pharmacy UAD

The consistency test of the Guttmann scale questionnaire was verified using the *Kuder-Richadson* KR20 formula with the help of *Microsoft-excel.* The outcome showed that all questionnaire items were reliable with values of KR20> 0.40 Table IV. In addition, the test results showed all variables met reliability requirements with values> 0.80 and or r table <r count, table V. This allowed for the use of the questionnaire instruments.

RESULTS

Descriptive statistical test on the level of knowledge, Comprehension and suitability of overall behavior of the academics was as shown in Figure 2. It is evident that the level of comprehension is less than 50%, specifically 40% of the total sample population. The level of knowledge, comprehension and behavior of Bachelor study program students, pharmacist profession, lecturers, administrative and

laboratory staffs are shown in Figure 3. The three aspects; knowledge, comprehension and behavior of academicians, have similarities. The test results of the relationship between characteristics with knowledge, understanding and suitability of behavior did not show significant results. The Chi-Square test results or Fisher exact produce a significance values of level of knowledge of administrative employees with ages, years of service and education level of administrative staff ($p<0.05$) (data were not shown).

PSPA: Pharmacy Program Students

Fig. 3. Level of Knowledge, Level of Comprehension and Suitability Each Academic Behavior

DISCUSSION

In general, our study finds that the academic community only follows the activities stated in the vision and mission of the faculty, but lacks understanding. The previous study, stated that both students who understand and their counterparts not comprehending do not have differences despite socialization [6]. In addition, many of the employees did not understand the meaning of both vision and mission, a condition that impacts their performance (Dewi, 2014). Most of the academics will certainly have an impact when it comes to achieving the faculty's vision and mission. If the understanding of the two aspects is comprehensive, the academics will easily consider it in their daily activities, especially in the faculty environment. Most employees have knowledge of vision and mission statements but have low understanding of ownership of the components or contents of the vision and mission (Darbi, 2012). Employees see ownership of mission and vision as prerequisites with impact on their behavior and attitudes. Contrastingly, individuals have different perceptions.

This is the process of understanding the environment using the five senses. That means individual perceptions are subjective because of the differences in in contextualizing something. The perception referred to in this case is that of the community in understanding the faculty's vision and mission of the institution. The individuals have a different understanding but still carry out activities with the knowledge and behavior in accordance with the vision and mission of the faculty. Behavior involve habits carried out repeatedly in the same way continuously and unconsciously because it is something is embedded in one's mind and soul. In other words, the longer the behavior is carried out, the more habits will be formed in a person. This is because behavior need to be conducted repeatedly and continuously in a certain period of time to become a habit. Differences in background is a factor that leads to dissimilarities in a people's behaviour. The vision and mission of the Faculty of Pharmacy of UAD are known, and can be fostered by the community, though it is poorly

understood by most academicians. Previous study states that the level of understanding of the academics as a whole can be interpreted understandably [8]. Lecturer and student perceptions relate to the description and strategy of achieving vision and mission. The pattern of socialization carried out by the institution was also considered effective against the academic. The level of knowledge, understanding and suitability of the behavior of the academic community towards coordinated vision and mission can play an important role in this regard and greatly affect the future sustainability of the institution. In this study, calculation based on chronological age starts from the time of one's birth. The age of undergraduate students ranges from 20-22 years old while that of pharmacists vary from 23-25 years. The classification of young adult age ranges from 20-25 years. The age-susceptible lecturers' falls between 28-54 years, administrative staff varies from 25-> 45 years, 25-> 45 years for laboratory agents. The age distribution of lecturers and employees is divided into two categories: early adulthood between, 18-40 years and middle, 41-60 years. According to Hurlock, the early adulthood starts from the age of 18 to around 40 years, middle one from 41-60 years, and advanced adults > 60 years (Marliani, 2015). The results of the study showed that there is no significant influence between age and level of knowledge, understanding and suitability of behaviour, undergraduate study program students, pharmacists, lecturers, and laboratory assistants. Besides, no influence from this age was positive for the study. This is because the productive age of the academics in the lecture environment follows system and learning process in accordance with the achievement of the faculty's vision and mission. The previous study also shows no differences in the various ages of respondents with knowledge and understanding (Hermawati, 2013). This was the same case with the suitability of behavior where age does not have a significant difference (Mulyono, 2012). Gender factors can influence the desire and ability of students to participate in learning activities. In general, men and women have different thoughts and points of view when responding to something.

Female dominates in lecturers, other employees, undergraduate students, and pharmacist, though that does not mean the minority of men have no sensitivity to the faculty's vision and mission. From the results of the study, there was no influence between sexes with the level of knowledge, understanding and suitability of academic behavior. Furthermore, there is no influence of the relationship between sexes with level of understanding and suitability of this behavior where there was no influence between sexes on the student perceptions (Rosalia, 2007). Organizational factors are basically characteristics of establishments that provide an environment for sharing knowledge (Pangil, 2013). In this case, the people who are active in the organization are considered to be familiar with the vision and mission. This is because the organization was established with a vision and purpose carried out together to achieve a common goal. From the results of the study, there was no influence between participation in organizing activities and the level of knowledge, understanding and suitability of the behavior of the academics towards the faculty's vision and mission. This is a positive outcome because both academics participating in additional activities in an organization are still able to know, understand and teach in accordance with what is stated in both vision and mission of the institution. There is still an order that must be followed by all academics and the provisions and objectives achieved together. Working period refers to time or length of workforce (Tarwaka, 2014 and

Siagian, 2014). There are two category of work period: a) Working period of new categories <3 years and b) Long working period> 3 years (Handoko, 2010). The results show that the majority of instructors and employees fall into the old category (> 3 years) 87.1, and 12.9% into the new phase. From the results of the study, there is tenure with the level of knowledge of employees (p = 0.008), but there is no relationship between years of service and the level of knowledge and suitability of behavior towards vision and mission. Working period is one of the factors in laboratory characteristics that shape behavior (Notoatmodjo, 2012). With longer periods, a worker has more experience and higher knowledge and skills (Handoko, 2010). This is because with a longer working period, more employees gain experience, leading to the higher knowledge. Since the majority of the key stakeholders have long time working in the pharmacy department, they are more sensitive to their vision and mission. The working period is directly related to work experience, something that greatly influences knowledge. The more a person is experienced about a thing, the more the knowledge he or she will acquire. With the increase in the working period, the knowledge and skills will likely escalate. The longer the employee works in the pharmacy, the higher his knowledge of the vision and mission. This is because the work environment make employees gain more experience and knowledge, both directly and indirectly. In other words, the employees' working period affects their knowledge of the vision and mission.

Education can improve one's abilities in the cognitive, affective and psychomotor domains (Dimyati, 2013). The cognitive domain includes knowledge, understanding, application, analysis, synthesis, and evaluation. In contrast, affective domains include receiving, participating, determining attitudes, organizing, and forming lifestyle. Psychomotor domains include the ability to perceive, get ready, and movements. The results of the analysis of the relationship of characteristics studied towards the vision and mission in this study were statistically obtained at p values (0.048) < (0.05), showing that there was a significant relationship. These results indicate that there is a relationship between the level of education with knowledge of employees towards the vision and mission of the institution. In other words, education affects one's education level, but there is no relationship between it and understanding. Education also influences the level of knowledge of a thing (Mubarak, 2007). The higher one's education is, the easier he or she receive information, and the more knowledge obtained as a result. Conversely, if a person has a low level of education, it will hamper the development of attitude towards acceptance of information and newly introduced values. Knowledge is not absolutely obtained from formal education, but can also come from non-formal sources. Someone with a low level of education does not have absolute knowledge and understanding. Similarly, someone with a high level of education does not have absolute knowledge, understanding and good behaviour. This means that the education level of key stakeholders does not guarantee the appropriate level of knowledge, understanding and behavior with regard to vision and mission. However, the level of education also determines whether or not someone is able to absorb and understand the knowledge received. In general the higher a person's education the better his knowledge (Ar-Rasily, 2016). The knowledge possessed by a person is also influenced by the level of formal and non-formal education (Notoatmodjo, 2009). With the higher the level of education, a person will have the kind of knowledge that ultimately influences one's mind-set and reasoning power. However, in this case it affects the level of knowledge, understanding and behavior of different lecturers and employees. To the best of our knowledge, this is the study using valid and reliable instrument to measure knowledge, comprehension and behavior of academic community in private university in Indonesia. Even though the results of study show the moderate knowledge and comprehension, but they have higher behavior score. Meaning that, most of the academic staff have been already applied the vision, mission. This study has limitation, such as: this study only measured the respondents' closed answers. Given the existence of factors that affect the level of knowledge, understanding and behavior, there is need to add interviews, and other mixed methods. Secondly, sampling from the population needs modification. Further studies can use the entire population of academicians to obtain more accurate results. Thirdly, student control variables only encompass age, gender and organization. In the future studies, the control motivation of learning can be added, considering that learning inspiration has an influence on knowledge, understanding and behavior of student.

Conclusion

This research shows that some stakeholders already have a certain level of knowledge, understanding and suitability of behavior towards the vision and mission of the UAD pharmacy faculty. Increasing the knowledge, understanding and suitability of these behavior is necessary. The high percentage level will affect the achievement of the faculty's vision and mission. There was no significant influence between age, sex, organization, years of service and level of education with knowledge, understanding, and suitability of the behavior of students, lecturers and laboratory assistants. Moreover, there was no substantial influence between age, gender, organization, years of service and level of education with the understanding and appropriateness of administrative behavior. However, there was a significant influence between age, years of service and education with the knowledge of administrative staff employees.

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